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SELECTED ENTRY OFFICE JOBS FOR THE HIGH SCHOOL STUDENT, REPORT OF CONFERENCES WITH GOVERNMENT, BUSINESS AND INDUSTRY. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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FIFTY-THREE REPRESENTATIVES FROM GOVERNMENT, BUSINESS, AND INDUSTRY PARTICIPATED IN THREE CONFERENCES TO DISCUSS PRESENT AND FUTURE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS IN OFFICE OCCUPATIONS AND TO REVIEW A SYNTHESIS OF ENTRY REQUIREMENTS FOR OFFICE JOBS FOR HIGH SCHOOL STUDENTS. THE SYNTHESIS, MADE BY THE BUREAU OF BUSINESS EDUCATION, UTILIZED RESULTS OF TWO PROCEDURES--(1) JOB DESCRIPTIONS FOR STENOGRAPHERS, CLERK-TYPISTS, AND GENERAL OFFICE CLERKS WERE GATHERED FROM THE STATE PERSONNEL BOARD, OTHER GOVERNMENTAL AGENCIES, AND BUSINESS AND INDUSTRY, AND (2) THE DESCRIPTIONS WERE ANALYZED TO DETERMINE THE KNOWLEDGE AND ABILITIES NEEDED, DUTIES PERFORMED, PERSONALITY TRAITS AND ATTITUDES NEEDED, WORK HABITS AND GROOMING DESIRED, AND SPEED REQUIREMENTS IN SHORTHAND AND TYPEWRITING. SUMMARIES OF REMARKS BY WESLEY SMITH AND R.C. WAGENEN AND COMMENTS OF CONFEREES ON (1) JOB OPPORTUNITIES IN ENTRY OFFICE JOBS, (2) APPLICATION BLANKS, JOB INTERVIEWS, REQUIREMENTS, AND PREPARATION, AND (3) PERSONALITY TRAITS, ATTITUDES, WORK HABITS, AND GROOMING ARE INCLUDED. CONFERENCE PARTICIPANTS AGREED THAT THERE WERE JOB OPPORTUNITIES FOR HIGH SCHOOL STUDENTS IN ENTRY OFFICE JOBS AND THAT THE BUREAU'S SYNTHESIS OF JOB DESCRIPTIONS WAS VERY COMPLETE. OBSERVATIONS, RECOMMENDATIONS, AND PLANS OF THE BUREAU CONCERNED THE NEED FOR FUNDAMENTALS, CURRICULUM IMPROVEMENT, JOB-ORIENTED COURSE SEQUENCES, SPECIFIC COURSES, TESTS, STANDARDS, ADVISORY COMMITTEES, AND ADDITIONAL WORKSHOPS. THE JOB DESCRIPTIONS ARE INCLUDED. (FS)

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# SELECTED ENTRY OFFICE JOBS FOR THE HIGH SCHOOL STUDENT

Report of Conferences with Government, Business and Industry

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Business Education
721 Capitol Mall, Sacramento

- July 1965 -

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# INTRODUCTION

This release is a report of three conferences held in Sacramento, San Francisco, and Los Angeles. These conferences were conducted by the Bureau of Business Education of the California State Department of Education with business, Government, and industry to verify the training needs and the job descriptions for clerk, general office, clerk-typist, and stenographer.

Prior to these conferences a staff member of the Bureau of Business Education made a synthesis of the requirements for employment for several of the entry job classifications mentioned above. One of the outcomes of the conferences was to discuss this synthesis and develop some agreement as to the requirements for entry jobs in the office area for high school students. Another purpose of the conferences was to explore the job opportunities for high school graduates in the office occupational area.

It was opportune to hold these discussions to clarify some lack of uniformity regarding the job requirements for the clerk, general office, clerk-typist, and the stenographer, and to explore further the job opportunities for high school graduates in certain office jobs.

The Bureau of Business Education is most appreciative of the helpful attitude of the conferees in spelling out in some detail the entry requirements for jobs in the organizations represented. Brief consensus excerpts are included in this report. This information should be valuable to school districts in bringing their office education programs up to date.

Miss M. Claire O'Brien and Miss Tillie Neft, staff members, assumed the responsibility for planning and conducting these conferences. Miss Neft was responsible for making a synthesis of the job descriptions in question and presenting this synthesis to the conference groups.

School districts, business, Government, and industry are encouraged to continue to refine entry job descriptions so that young persons may better prepare for gainful employment in a field of their choice. It is hoped, also, that school districts will continue to improve their occupational training programs in office education in order to meet the needs of our ever-expanding business system.

The material contained in this report will be one of the sources of information which will be useful in the development of job-oriented course sequences in office-education programs. It will provide clues regarding the next steps to be taken in the study of the curriculum and the development of units of instruction appropriate to preparation for entry office occupations. (See section on "Observations and Recommendations" for future plans of the Bureau of Business Education.)

R. C. Van Wagenen, Chief
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# AN ANALYSIS OF SOME ENTRY OFFICE JOBS FOR HIGH SCHOOL STUDENTS

## PHASE I

## COLLECTION OF JOB DESCRIPTIONS

Job descriptions. Entry office job descriptions were gathered from the following types of Government agencies, business, and industry in order to study the job opportunities and the training and qualifications needed: United States Civil Service Commission, United States Department of Labor, California State Department or Employment, civil service commissions for selected counties and cities in the State, banks, aircraft and missiles, savings and loan, retail, insurance, utilities, food processing, services, construction, manufacturing, and oil.

## PHASE II

## ANALYSIS OF ENTRY REQUIREMENTS FOR SOME OFFICE OCCUPATIONS

The analysis. Some entry job descriptions for stenographer, clerk-typist, and clerk, general office, were analyzed to determine knowledge and abilities needed; duties performed; personality traits, attitudes, work habits, and grooming desired; and speed requirements in shorthand and typewriting. A copy of the analysis may be found in the Appendix. The State Personnel Board job descriptions were used as a base and material taken from these descriptions is indicated in the analysis without an asterisk; additional data taken from job descriptions from other Government agencies is indicated with one asterisk; other information on job descriptions from business and industry is indicated with two asterisks.

## PHASE III

### CONFERENCES WITH REPRESENTATIVES FROM GOVERNMENT, BUSINESS, AND INDUSTRY

Three conferences were held with representatives from Government, business, and industry in May, 1965, in the following cities: Los Angeles, Sacramento, and San Francisco. The purposes of the conferences were: (1) to discuss present and future opportunities for high school students in office occupations; (2) to review the entry requirements for office jobs for high school students.

SUMMARY OF REMARKS OF WESLEY P. SMITH
STATE DIRECTOR OF VOCATIONAL EDUCATION
AT THE SACRAMENTO CONFERENCE

Occupational training must be based upon the performance required in the actual job. Any other basis is not only unrealistic but it endangers the rights of both future employers and of the trainees.

Since the task of determining job performance requirements for the future has become so difficult--and since all occupational requirements, both present and future, have become so complex--it is absolutely essential that all curriculum planning in vocational education involves the direct and continuous assistance by employers.

No longer is it possible to design occupational training programs in isolation from the needs of the future projected by actual employment trends.

No longer is it probable that high school graduates can successfully enter the work force without advance preparation. Evidence is already abundant that jobs available for relatively unskilled workers--and especially those who are seeking to enter the work force for the first time--are in no manner numerous enough to take care of the employment needs of the bulge of youth.

Hundreds of thousands of young people are currently unemployed--and, unemployable. To a considerable degree, this unemployment is a reflection of a basic deficiency in their education and training. This disadvantage, if not remedied, will be carried with these young people throughout most of their work lives--not only in the form of higher rates of unemployment, but also in the almost as serious form of underemployment.

For many students, the standard curriculum serves their purposes well--especially those whose target of college entrance is clearly in focus.

But for those who will be going to work at high school graduation, the target is fuzzy, and so is the curriculum that prepares them for job entry. When it is considered that more than one half the student population is involved in this category, the problem is immense.

In the past, employers have often been quite silent as to what they really wanted in their new employees. If not silent, they have just as often been unrealistic by proposing only a "good, broad, general education."

Increasingly, employers must be more specific--and more realistic. It is expresely hoped that employers in the office occupations, through these sessions, will add further to their past assistance by sharpening the focus upon the target of employability in such occupations--so that the public schools can provide the preparation that is essential for job entry--and that will provide the basis for the acquisition of further competency on the job. As never before, the task of education is a joint enterprise--and this is even more so in the case of vocational education.

**REMARKS OF R. C. VAN WAGENEN, CHIEF, BUREAU OF BUSINESS EDUCATION**
**CALIFORNIA STATE DEPARTMENT OF EDUCATION**
**AT THE LOS ANGELES AND SAN FRANCISCO CONFERENCES**

The Bureau of Business Education is an agency of State Government in the Division of Instruction of the California State Department of Education. Its responsibility is to improve business education in the public schools of California.

This conference is designed to analyze the job requirements for the clerk-typist, the clerk, general office, and the stenographer and to inquire concerning opportunities for employment of youth now enrolled in the high schools in office occupations.

The Bureau of Business Education has the responsibility of working with over 1,000 high schools and 75 junior colleges in this state. A full report of this conference in Los Angeles and similar ones held in Sacramento and San Francisco will be prepared and sent to school districts in California.

We are concerned at this conference for the high school graduate, the dropout, and the out-of-school youth currently unemployed. We in education are trying to alleviate some of our serious social problems through education. This is a slow process for we are dedicated to educate all the children of all the people. Will you share with us some of our concern for the welfare of American youth?

On the other hand, we recognize that business, Government, and industry are faced with genuine problems such as fierce competition both from home and abroad. We know you need conscientious, well-trained employees who have a "flair" for the business world.

We know we have different types of students in our high schools and junior colleges. There are some who are highly motivated; others are listless. Many have a high rate of intelligence and have an inquiring mind. Others do not have such a high rate of native intelligence, and some lack the imagination necessary to succeed in business.

It is logical to assume that the school must motivate young people to strive toward the achievement of a worthy goal. Occupational training programs must be designed toward preparing youth and adults for successful employment. This is not easy because you must take into consideration the interests and abilities of each person in relationship to the requirements for employment in specific jobs.

We are already concerned and aware of the need for young persons to be well grounded in mathematics, English, and the liberal arts. We must encourage more attention to this general education program within the framework of the business occupational training pattern. We expect this group

will point out the need for more basic education, and we welcome suggestior What we need from this group today is a clearer delineation of the duties required for the jobs of clerk-typist, clerk,general office, and stenographer. This will be helpful in motivating young people to meet the standards of employment and to master basic education as a requirement for successful employment in Government, business, and industry.

As we move ahead in assisting schools to improve their business education programs, we plan to make arrangements with business and industry to make it possible for their secretaries, clerks, and typists to meet with curriculum groups to redirect the business education programs as far as these jobs are concerned.

We plan to arrange for teachers and counselors to go through the job orientation programs of many firms in this state and make a report for circulation among school districts.

Thank you for your participation in this conference. May we have the opportunity to secure your advice and counsel for the further development of business education in the State of California.

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The following is the synthesis of selected job descriptions and requirements for some entry office occupations for high school students—stenographer clerk-typist, and clerk,general office.

**Comments from Conferees on Job Opportunities for High School Students for Entry Office Occupations**

There is a continual need for the junior stenographer, clerk-typist, safe deposit or statement clerk, and credit verification clerk. Of course we have other clerical positions which require no typing or shorthand. These jobs, which are general in nature, would include interior-clerks, file clerks, PBX, and machine operators. A knowledge of business machines is beneficial in these and other positions. The majority of office entry jobs in this bank are filled by trainees. Approximately two out of three are women. There are 9,000 job descriptions in our organization. The turnover for women employees is high.

Teller positions and positions for young men are limited until reaching the age of 20. This is the minimum age for selection on a Management Training Program, which requires from two to four years of college. We definitely encourage a young man to continue his education. There are a fe openings: clerical, mail, messenger that will help him financially to do this.

Most of the jobs are for women--70 per cent female and 30 per cent male; in the branches, there are 80 per cent female and 20 per cent male. There is a need for high school girls. Former employees are returning; these people make the best and most stable employees.

Our staff numbers about 2,000; approximately 70 per cent female and 30 per cent male. Our major recruiting efforts are directed toward the recent high school graduate who is a typical candidate for these entry jobs: typists, messengers, phonographers, file clerks, and clerical trainees. Girls are not career oriented; there are always changes.

Selection is not just for the beginning jobs--we must hire persons with advancement potential. It is company policy to promote from within whenever possible.

Major recruiting is for entry level jobs. Clerk has to have basic office skills. Opportunities open up for people with a knowledge of typing where otherwise there is no opening. Shorthand is a dying art and is greatly needed.

Some companies want male clerks, but there are few males who are qualified.

We have jobs on the beginning clerical level, but have difficulty in finding qualified applicants.

Office occupations are primarily for women. A young male may be hired to work in the mail room, sorting and delivering mail, and occasionally will be asked to drive cars for executives. Our beginning positions are junior clerk assignments which are considered an informal training position, in that we plan on promoting each young woman who is a success as a junior clerk into a second-level clerical position after one to one and one-half years. Receptionist assignments are made from Floor Service Unit.

In several divisions there are always openings for clerk-typists and stenographers; these are open to high school graduates.

High school graduates are hired as clerk-typists. A lot of routine jobs require the services of people, but people must become computer oriented or at least computer language oriented. Stock clerks and storekeepers are coming close to office occupations. This area automates easily. We look for persons with business administration, accounting, and statistical knowledge.

Six hundred high school graduates a day come through the employment office from June to August. We advertise in newspapers and have our instructors act as counselors in the schools; in addition, we draw from a tremendous number of drop-ins. Recent study showed that 60 per cent of applicants came from out of state and 40 per cent from East Bay area.

Job descriptions should define more clearly the work that people actually do. Definitions must be more exact. Business and industry should work more closely with schools.

Eighty-five per cent of our employees are union members. Openings for men are practically non-existent. Only position open for men is mail clerk, but this is a dead-end position. Men go into sales positions with a college degree.

We employ more young men than women. Because of a policy in our company to get out orders the same day they are received, it is necessary to work overtime. Women cannot work over eight hours regularly. Young men operate the Flexowriter in our organization. Positions for high school graduates are: key punch, mail room clerk, clerk-typist, stenographer.

Two hundred and fifty out of 2,100 typist-clerks are hired at the junior level; these jobs are open to high school graduates. Other jobs are: cashier-clerk, offset duplicator operator, tab operator, medical and legal stenographers.

In addition to standard entry jobs, we have meter readers which are male positions. We have the same number of male and female clerks. Ninety-five percent of the hiring is at the beginning level.

All start on entry occupations; promoted by seniority. Young men and women are employed in general office occupations. Shift work in clerical occupations in stations and terminals are open to men.

Major recruiting is for entry level jobs; there are openings for high school students. We employ juniors in large clerical offices.

Orders for placement are filled according to employer specifications. Job requirements are an ideal, not an actuality. There is reasonable expectation of a clerical shortage. There are immediate employment opportunities for anyone qualified. A large number of job orders have specialties, but in general they ask for typing proficiency.

We have 1,500-2,000 in clerical-type jobs in one area. We are very successful with the results we get in schools. We are getting better students; however, do have to test a lot and screen. Our agency wants above average I. Q.--110-115. We are getting a good calibre of students.

Some jobs are: clerk-typist, general clerk, calculating machine operator, key punch operator. There are 40,000 post office jobs--clerks and carriers; over 350 positions in Southern California. Age requirements are from 16-18 for clerks and carriers.

Occupational guides are designed to fill a need for accurate, up-to-date, oriented jobs. They provide meaningful guides for local markets, information on future job opportunities, information regarding shortages and surplus in the job market. Format of the guide includes: job title, duties, and working conditions. In order to get job information, we study materials on hand and in the library, make a preliminary survey by going to different types of industry and finding out as much information as possible by interviewing those on the job.

We have about 3,000 employees in the catalog sales offices and add 2,500 more between August and December. Seventy-five to eighty per cent are girls. We are interested in all kinds of people and all abilities, and hire students just out of school if they can pass simple tests, are accurate, and give attention to the job required.

Twenty per cent of our total population is in the clerical class--3/4 are typist-clerks.

Competent typists and stenographers are in demand. Those who have perfected these skills will find employment opportunities easily and will be rewarded for them.

Constant need--45,000 employees; size and functions increasing steadily. Excellent promotional opportunities for office clerical employees.

High school graduation not required, but demonstration of comparable abilities on written test.

Entry level classes are: typist-clerk, stenographer, clerk, transcriber typist, offset duplicator operator aid, tabulating machine operator aid, telephone operator, and cashier clerk.

Classes which could provide future employment opportunities for high school students if additional courses were offered to them, such as medical or legal terminology, or courses in operation of various machines are: medical stenographer, medical transcriber typist, legal stenographer, key punch operator, tabulating machine operator, calculating machine operator, and offset duplicator machine operator.

## STENOGRAPHER

### KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform clerical and stenographic work including ability to follow oral and written directions
Willingness to follow a prescribed routine
*Exercise some independent judgment
**Ability to concentrate
**Ability to work rapidly
**Acoustical Acuity
**Cooperation with others
**Work governed by stenographic procedure established by company and not closely supervised or checked
**Rapid reading and comprehension
**Skill in composition
**Skill in verbal expression

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work
Use good English
Spell correctly
Ability to follow directions
*Ability to concentrate in midst of distractions
*Accuracy and neatness
**Work is generally checked, but sometimes at much later date. However, only general supervision is possible
**Work is frequently given to typist in abbreviated, roughly-assembled fashion.
**Good knowledge of grammar and spelling
**Well organized
**Good attendance
**Good deportment

## CLERK, GENERAL OFFICE

### KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work including ability to spell correctly, use good English, and make arithmetical computations
Ability to follow directions
*Independent action
**Ability to grasp details quickly and retain them
**Analytical mind
**Ability to learn
**Capacity to progress

Comments from Conferees on Application Blanks, Job Interviews, Job Requirements, and Job Preparation.

We discuss and show the young women the reference check forms which are sent to their high school principals for completion.

The new employee is rated on grammar; he has to be able to communicate understandably. Other needs are: skills, knowledge, and ability. Bonuses are available for typing and shorthand speeds above the minimum.

Three selection criteria are used: the applicant's school record, results of our pre-employment tests, and the interview impressions. Generally speaking high school graduation is a requirement for employment consideration by us.

Most clerical jobs require typing. However, they include many other duties: filing, answering the phone, correspondence, and specialized details related to the function in which the person is working.

Accuracy, judgment, and willingness to work are needed. The selection of competent employees is one of our most important duties, inasmuch as the efficient operation of our bank depends on the quality of our staff. Our objective is to select those persons who have the best over-all qualifications; and, whenever possible, to employ only those persons who have potential for advancement. The types of qualifications considered for employment are: personal characteristics and special skills and knowledge. The important factor in banking is the fact that we have only one item to sell and that is bank service. This means that our job is at least 60 per cent public relations and 40 per cent job ability. Our employees have to be well groomed, have a good personality, possess the ability to sell themselves to the public, and should have the desire to learn.

Typing, neatness, correct format of a letter, and composing of letters for routine situations particularly are needed.

Basic skills are what we are interested in--no frills. Our research has shown that a large per cent of girls at the "B" level come from out of state. If a girl has had no business experience, we prefer business college training to a degree from a four-year college.

Proof of ability is the production of work that is mailable. Schools should make arrangements to keep skills up until graduation; in some schools no typing is given in the senior year.

We are reluctant to hire stenotype operators because we feel that their aim is to get experience so that they can go on to court reporting jobs.

We require high school graduation or six months' of experience for stenographic and entry clerk positions, as well as basic knowledge and willingness to work for the salary. Order of preference is: experience, aptitude, education. If applicant is male, the order of preference is: education, aptitude, experience; this is done because we expect a male employee to be a long-term employee.

Those with typing skill of 45 words per minute will have opportunity to be promoted and trained as statistical typists, Ediphone operators, billing typists, plate typists, and teletype operators. Junior clerks with good backgrounds in mathematics may be promoted and trained as comptometer operators and also as accounting clerks. There are many other clerical assignments to which the qualified junior clerk may be promoted.

We are looking for a good general-educational background with emphasis on business subjects and good grades in academic and business subjects. We want young women who have prepared themselves for the business world by taking two years of typing, one or two years of shorthand, English, business math, and business machines.

When a stenographer leaves her job, we replace her with a transcription machine operator.

Shorthand students do not always get a chance to use their shorthand skill on the job, but need it to get the job. Very few use shorthand. However, we find a good stenographer can punctuate, spell, is generally more accurate, and is a better typist. Shorthand is a screening device; we feel we get a better qualified girl.

Persons who are well prepared will be considered. We do not stop at high school or junior college. Only people who make the top of the list will be considered.

Employees do not develop skill on the job; they need it to get the job. Require high school diploma. Familiarize students with standard types of application blanks, and the proper way to fill them out.

We do not require a high school diploma. Applicants have to be able to operate miscellaneous office equipment such as offset duplicator, bookkeeping machines, etc. There are one thousand on the eligible list; we have 40,000 employees. Schools should upgrade typing speed to 60 words per minute since most jobs involve some typing. Application blank is most important; prepare students on how to fill out the blanks.

Teach high school students about as many businesses as possible so that they will know what they want to go into; this will make them better applicants.

The importance of the first impression that an applicant for employment makes when appearing for an interview cannot be overemphasized, particularly

now that jobs are not as plentiful as they have been in the past. This not only includes dress and deportment, but the application for employment as well. I am sure that you are aware that a poorly made application which is incomplete can delay or exclude an applicant from proper consideration.

At our installation most entrance level clerical jobs require some degree of typing ability.

We may spend too much time on skills; teach them how to apply for a job, how to fill out an application blank, and how to sell their abilities. We should familiarize them with standard types of application blanks. Too many students who can type 40 words a minute are unable to go out and search for jobs.

We were puzzled with the fact that some girls were able to transact business over the telephone with dispatch and without raising arguments and resentment with the customers. Other employees who were just as knowledgeable, and apparently just as capable, were having considerable trouble in communicating with customers. An answer has been found, and it is nothing more than the tone of voice used. The voice which is immature and of a higher tone has great difficulty in getting the confidence of the customer as contrasted with the more mature type of voice. You might add to the list of what to teach high school students the need for a teenager to talk like a mature adult, especially on the telephone.

Recommendations from previous employers are important even though the job was part-time or just for the summer. Apparently, some students believe their work records in this type of employment do not count. The truth is just the opposite even though the prior experience was not in office work.

Comments from Conferees on Knowledge of Fundamentals--for General Education and Business Education.

The most important courses offered in high schools are typing, shorthand, and business math. We consider grammar, math, spelling, and good English usage of primary importance. We would like to trade emphasis on skills for the emphasis on fundamentals.

The important skills are: handwriting, spelling, math, and good English, written as well as spoken. Students should be able to write legibly, to spell correctly, and to figure math accurately.

Schools should give four years of general English; emphasize English applications, and include public speaking and business English courses.

Applicants need spelling, acceptable knowledge of grammar, and punctuation. Everyone will have to work with figures. Seven out of ten pass a seventh grade arithmetic test. Arithmetic is the biggest "bugaboo" with students. They need spelling, too.

Our research study on, "Why People are not Employed," shows the following reasons: they cannot spell, do not either write or speak good english, and do not possess math ability. Basic fundamentals should be taught in the high schools; re-emphasize them. The company has responsibility to teach, too.

One thing we are not getting is the knowledge of English, grammar, and spelling; need to know how to apply these. Math cannot be emphasized too strongly; include use of computers.

All ask for basic skills in spelling, grammar, math.

Reading ability and comprehension are needed by those who plan to be trained as telephone operators since training is now given by programmed instruction.

Knowledge of format and composition of letters is needed by secretaries.

## STENOGRAPHER

### DUTIES

Takes dictation and transcribes
- Correspondence
- Reports
- Memoranda
- Other

May use transcription machine
*Uses shorthand or stenotype
**Records time, place, and person requiring stenographic service
**Transcribes using required stationery
**Records overall time spend servicing individual
**Assists phonographers and typists when work load is heavy
**Dictation from one or more persons

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES

## CLERK, GENERAL OFFICE

### DUTIES

Takes dictation and transcribes

## STENOGRAPHER

### DUTIES (CONTD.)

Types
- Form Letters
- Rough draft materials
- Other forms and documents
- Prepares stencils and other duplicating materials
- *Memoranda
- *Reports
- *Statistical tables
- **Manuscripts
- **Statistical reports
- **Oral and copy instructions
- **Cuts stencils and Hectograph master copies

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES

Types
- Reports
- Case records
- Legal documents
- Requisitions
- Form letters
- Permits
- Licenses
- Charts
- Estimates
- Invoices
- Bills
- Payroll sheets
- Cards
- Orders
- Cuts stencils
- Addresses envelopes
- *From plain, corrected copy, and rough draft or from verbal instruction
- *Vouchers
- *Receipts
- *Lists
- *Schedules
- *Notices
- *Statistical data
- *Certified copies of documents
- *(Manual or electric typewriter)
- **Statistical reports
- **Memoranda
- **Types Hectograph and Roto Master copies
- **Completes forms

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Types
- **Fills in forms or form letters with names, addresses, dates, and amounts.
- **From rough draft (handwriting) or from ordinary corrected, typewritten copy. Includes preparation of correspondence

## STENOGRAPHER

### DUTIES (CONTD.)

Uses following machines
- May operate duplicator and other office equipment
- *Adding machine
- *Addressograph
- *Transcribing machine
- *Calculator
- *Mimeographs and tele-typewriters

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

Uses mathematics
- Makes and checks simple arithmetical computations
- **May perform arithmetic computations subject to check

Uses following machines
- Duplicator
- Other office appliances
- *Billing machine
- *Calculator
- *Photocopy

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Uses mathematics
- Simple arithmetic computations
- **Checking calculations
- **Financial transactions
- **Bank deposits
- **Reconciliation of statements

Uses following machines
- Duplicator
- Other office appliances
- Numbering
- Dating stamps papers and documents
- **Adding machines
- **Calculators
- **Knowledge of typewriter keyboard for other jobs
- **Some knowledge or typing skill for some jobs
- **Postage machines

Comments from Conferees on Business Machines.

Knowledge of the use of comptometers, calculators, adding machines, and duplicating machines is useful.

Key punch is on the way out. We found that a key punch operator has manual dexterity which others do not possess, and this dexterity can be put to use in other related work.

Students should be familiar with brand names of machines as well as technical names. If someone asks them to operate an A. B. Dick instead of a mimeograph, they are lost.

We will hire high school trained key punch operators without experience.

A girl can become accustomed to an electric typewriter in one day. Tests are given on either manual or electric. A beginning employee usually gets a manual typewriter on the job.

As far as training on business machines other than the typewriter, we have little interest in any other one than an adding machine. We feel it is not necessary to train a girl on the transcription machine or copy machines. A qualified girl can pick up these skills on the job. A comptometer operator needs education beyond high school.

## STENOGRAPHER

### DUTIES (CONTD.)

Handles mail
- Receives
- Dispatches
- Distributes
- *Maintains mailing lists
- *Sends out material--letters, reports, etc.
- **Opens, time stamps, and distributes

Serves as rececceptionist
- Refers telephone calls and visitors to appropriate staff member
- *Furnishes desired information when necessary
- **Schedules appointments
- **Greets visitors
- **Keeps tickler
- **Takes messages

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

Handles mail
- Receives
- Distributes
- Dispatches
- Maintains mailing lists
- *Collects and delivers correspondence on regular messenger rounds
- *Opens, sorts, time stamps, and routes
- *Stuffs, seals, stamps, meters, and registers outgoing mail

Serves as receptionist
- *Waits on public
- *Answers routine inquiries in person

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Handles mail
- Opens
- Time stamps
- Sorts
- Distributes
- Assists in maintaing mailing lists
- Addresses, stuffs, and stamps envelopes

## STENOGRAPHER

### DUTIES (CONTD.)

Telephone
- *Answers
- *Refers calls to proper source of infcrmation
- *Answers routine inquiries
- *Operates a secretarial switchboard or does relief work on PBX
- **Takes messages

Files
- Files materials according to specified procedures
- *Maintains office files, records, and indexes including tickler systems and follow-ups
- **Files, sorts, or assembles material in alphabetical or numerical order

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

Telephone
- Answers routine inquiries by telephone
- *May operate a small switchboard
- **Takes messages
- **Transfers calls
- **Arranges for return

Files
- Indexes
- Files
- *Codes
- *Cross-references records or files according to established procedures
- *Does filing alphabetical, numerical, chronological, and code
- *Pulls and charges out
- **Maintains circular files
- **Maintains tickler for department affairs

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Files
- Sorts
- Distributes
- Files cards, letters, checks, and other documents
- Assists in maintaining files
- *Maintains such files as: jacket files of work order in process; accumulates daily work time tickets; prepares weekly reports reflecting equipment in process
- **Alphabetical, numerical, and chronological
- **Simple code
- **Locates and removes material from files when requested

## STENOGRAPHER

### DUTIES (CONTD.)

Keeps records
Posts
Keeps simple records
**Collects data

Prepares reports
Assists in preparation of reports and statistical summaries following detailed instructions
**Prepares reports

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Handles supplies
Procures
Distributes
**Receives
**Stores
**Issues supplies and forms
**Receives incoming orders and maintains inventory

## STENOGRAPHER

### DUTIES (CONTD.)

Other duties
- *May supervise typing or clerical work of employees assigned to assist in the work
- **Trains and instructs new employees as directed
- **May post or record data without changing the form
- **May perform computations subject to immediate check or balance

*State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

Other duties
- Checks columns of figures
- *Receives and charges out supplies
- *Proofreads
- **Processes varied orders
- **Maintains records
- **Clips newspapers
- **Takes dictation in longhand
- **Keeps supply room
- **Operates transcribing machine
- **Assembles data from various sources
- **May determine accuracy of information by direct comparison to a standard
- **May perform arithmetic computations subject to check
- **Regularly performs a variety of clerical work

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Other duties
- Clips newspapers and pastes and arranges clippings
- Fills in and sends out form and circular letters
- Looks up information
- Assists in compiling and tabulating simple statistical data
- Assists in maintaining card indexes
- *Codes documents
- *Prepares input data sheets for computer operations
- *Maintains timecards for a group of employees
- **Billing
- **Bookkeeping
- **Posts
- **Searches files for obscure subject matter
- **Classifies, indexes, and briefs subject matter of average difficulty

## STENOGRAPHER

### DUTIES (CONTD.)

Personality traits
- **Initiative
- **Personal appearance

Speed requirements
- Shorthand--80 words per minute
- *Shorthand--80 words per minute
- *Shorthand--80 words per minute with 90 % accuracy
- *Shorthand--90 words per minute
- **Shorthand--80-100 words per minute

State Personnel Board
*Other Government agencies
**Business and industry

## CLERK-TYPIST

### DUTIES (CONTD.)

Personality traits
- *Friendly manner and attractive personality
- **High emotional tolerance level
- **Courteous
- **Helpful attitude

Speed requirements
- Typing--40 words per minute
- *Typing--40 net stroke words per minute
- *Typing--45 net words per minute
- *Typing--40-50 words per minute
- *Ability to type at 45 words per minute
- **Typing--50-60 words per minute

## CLERK, GENERAL OFFICE

### DUTIES (CONTD.)

Personality traits
- *Judgment
- *Responsibility for accuracy
- **Flexible
- **Courteous

**Comments from Conferees on Personality Traits, Attitudes, Work Habits, and Grooming Desired.**

Office workers should be willing to do some housekeeping duties and cater to the boss; should give extra help and be able to get along with others.

The employee should be a P. A. L.--PAL.

P--PLEASING

A--ATTENDANCE SHOULD BE GOOD

L--LOYAL

P--Pleasing in appearance. This includes such things as proper make-up, hair-do and dress for an office.

Pleasing in that she is cooperative. She should get along with the co-workers, supervisor, and others with whom she must work.

Pleasing in that she does not gossip, spread rumors, or lose her temper.

A--Attendance. She is at work every working day, is always on time, does not take more time for lunch than is scheduled, and works to the end of the day. She observes proper health care to attain this.

L--Loyal. She takes pride in her work. Does her work correctly the first time. Gets instructions before proceding, if she is not certain of how to perform the job. Recognizes that she is important to the company and that her work is important to its success. Keeps busy, looks for work rather than coasts. Does more than is required. Thinks as she works--does not do her work like a robot.

Being a P A L will guarantee success on her job and eventual promotion to more responsible assignments.

During the interview there is another requirement we stress and that is a mature business attitude, which includes: ability to get along with others, coming to work regularly and promptly; devoting full skill, care, and effort to the job. Out of 210 dismissals, only one was for lack of skill; others were for inability to get along.

We require maturity and adaptability--employees work in a variety of settings, from normal office setting, such as Assessor's Office to a ward at General Hospital.

High emotional tolerance level is most important and persons in positions such as phonographers do have to have a great deal of patience, as work can be rather boring. Cheerfulness, willingness to do more than is required, willingness to do some housekeeping duties are added traits needed. We want dependable, reliable employees with good attendance.

The ability to get along with others is needed. In 90 per cent of the problem cases it is a question of attitude. They must have an understanding of what it takes to succeed on the job.

They need to give eight hours work for eight hours pay.

The business world revolves around inter-personal relations. A cooperative attitude is important--no employer knowingly hires a troublemaker. Employers want reliable people working for them. In a large organization, more attention may be given to attendance and punctuality records than in school.

Business shares education's concern over proper dress.

Young people should be taught the rule, "A day's work for a day's pay," and what it takes to succeed. They should have a feeling of responsibility. Give us someone who has the desire to work and who has a little loyalty.

We stress mature business attitude, ability to get along with others, promptness, regular attendance, and a willingness to devote full skill and effort to the job.

Office workers should be willing to do more than is expected and required.

They need to change from wanting to receive a pay check to a good attitude toward work. They have changed from wanting to work to wanting to receive a pay check. Need to re-establish this attitude toward work.

Dress and appearance need to be taught to young people applying for work.

Employers ask for good grooming.

Girls should be told to watch their dress, hair-dos, and makeup for the office.

The office person has to be well groomed--neat in appearance.

Some things are needed which might be considered frills by some educators. One ingredient is needed--the adjustment to the business and office environment: clothes, attitude, speech, compliance with rules and regulations of the office. These might be included in a charm course or an elementary psychology course.

In order to induce better attendance and keep our employees from leaving, we give them one-half day off for every month that they do not miss a day of attendance. The employee cannot save up more than five days at a time. The majority of them take off the time as soon as it is earned, and seldom save it up. If they are neither tardy nor absent, they can earn a half day off with pay. This could add up to a week off with pay.

We try to determine whether the person will fit into the business. Weaknesses seem to be attendance and citizenship.

Casualness may lose a job for an applicant. Youngsters need to realize that sincerity and a desire to serve go a long way in helping them to secure their first job and subsequent employment.

Comments from Conferees on Speed Requirements in Shorthand and Typewriting.

Typewriting rate is 35 words per minute for a typist; for a stenographer, 45 words per minute. Shorthand speed is 80 words per minute.

Minimum typewriting rate is 40 net words per minute with 85 per cent accuracy on 10 minute timings; shorthand rate is 90 words per minute with 10 errors.

Typing ability is recognized, and we will give additional pay per week for a girl who can match the top speed in typing. In shorthand we will give a bonus for a stenographer who can do better than 110 words per minute. (See Appendix for detailed information on the bonus plan.)

Forty-five words per minute is our typing speed; shorthand speed, 80 words with high accuracy. Spelling, punctuation, and proper sentence construction are equally important.

Typing speeds are 45 to 60 words per minute; shorthand, 80 to 100 words per minute.

Typing speed for stenographers is 55 words per minute; shorthand, 80 words per minute. For secretaries typing speed is 60 words per minute; shorthand, 90 words per minute.

Typing speed is 55 words per minute; shorthand speed is 80-100 words per minute.

Mailable work is the standard required. Those with high speed move up rapidly. However, they do not need high speed for entry jobs.

Fifty-five words per minute is the typing speed required and 80-85 words per minute, for shorthand.

Typing speed is 40 words per minute; shorthand is 90 words per minute. A transcription machine operator who spends 50 per cent of her time transcribing should have a typing speed of 40 words per minute.

Comments from Conferees on Employment Tests.

On the math test, two out of five pass; on the filing test, three out of five pass; on the grammar test, two out of five pass. Fractions seem to give the most trouble on the math test.

Written tests as well as proficiency tests are given plus an oral interview. People who are good typists or who apply for stenographic jobs do better on clerical tests. We are trying to analyze our tests to see if they are good tests--does our written test really test for the job. We use juniors in some classifications; many are juniors by default--come into the business world later in life. About one-third pass the test. About 20 per cent who are on the list get jobs. We place mostly on the intermediate level. Applicants are disqualified for difficulty of getting along with others and for a poor attendance record.

Each year 25,000 are tested to employ 5,000. Recent test in high school typing showed that of 800 taking the test, one-half passed; on the written test, 60 per cent passed. About one-half take the shorthand test. Our needs have not been at the junior level. Mostly experienced, skilled, older people are wanted.

We give clerical, general aptitude, vocabulary, and math tests. We are delighted with the average scores on these tests.

Some firms include proofreading and transposition of numbers in their tests.

Set standards to get people we need. Raise standards when we don't need people, lower standards when there is a need.

Tests cover three areas: vocabulary, math, and clerical aptitude. We prefer not to select new employees from those that get below 40 per cent on their test scores. Require high school attendance record and citizenship record--both are very important.

We have an annual recruitment program; tests are given by teachers in schools. It is from these test scores that we select a great number of our employees. They are placed on an eligible list and selected from it. We get as many as 1,000 on the list. Test includes vocabulary, math, and clerical accuracy.

One of the more important requirements is grammar. Our test is 10 minutes long and contains 41 total errors. Applicants mark the number of errors they find.

All applicants are given a vocabulary test, an arithmetic reasoning test, and a battery of clerical aptitude tests. A mechanical aptitude (Bennett) test is administered to IBM operator applicants. Skill tests are given to those applying for jobs as typists, key punch operators, phonographers, and stenographers--the latter two are also given a spelling test.

The raw scores for all tests, other than for skills, are converted into stanines("standard nine") which show the level of individual performance as related to group performance. Our minimum cut-off point is just below the middle 40 per cent (when group performance by high school graduates is recorded as a bell curve).

Annual High School Recruitment Program. Used for typist-clerk and stenographer. We send out a special written test to over 100 high schools in the County. Teachers administer the written examination which tests arithmetical ability, numerical reasoning, vocabulary, and grammar. Less than 50 per cent pass. The teacher then rates the students' typing and/or shorthand speed. The teacher rates each student on social skills, neatness, and interest in office work. From all these scores an eligible list is produced with as many as 1,000 names.

Regular Recruitment Process. There are three divisions in our testing program: written test--vocabulary, perception, speed and accuracy, etc.; skills test--typing and/or shorthand; and the interview--social skills, appearance, and interest in office work.

## OBSERVATIONS, RECOMMENDATIONS, AND PLANS OF THE BUREAU OF BUSINESS EDUCATION

Job Opportunities. In all three conferences with representatives from Government, business, and industry, there was ample proof of job opportunities for qualified high school students in entry office jobs. The participants at the conferences were of the opinion that the analysis and synthesis made by the Bureau of Business Education of selected job descriptions for three entry office jobs—stenographer, clerk-typist, and clerk, general office—were very complete.

Need for Fundamentals. Comments from businessmen indicated that schools generally do an acceptable job in teaching the skills, but need to find ways to reemphasize the fundamentals. There is a continued need to give prime attention to improving reading, writing, spelling, and simple fundamentals of mathematics. Perhaps a more concerted joint effort with all areas of education should be expanded in this direction.

Recommendation. Business education should bring the needs of business to the attention of the English, mathematics, and counseling departments to a greater extent than in the past, and should share findings in reports from business, industry, and Government, conferences, publications, etc.

As a result of the three conferences, it is suggested that a review course in basic fundamentals be given on the senior level. We realize that some schools are doing this now.

Plan of the Bureau. The Bureau of Business Education plans, in the future, to have conferences for English, mathematics, and business education teachers to work out ways for closer cooperation in the occupational preparation of high school students.

Curriculum Improvement. There apparently is a feeling on the part of some businessmen and educators that some of the educational programs are not realistic in the light of continued technological change.

Recommendation. It is recommended that business, industry, and Government make it possible for competent secretaries, stenographers, clerk-typists, and clerks, general office, to work with the Bureau and selected teams of teachers to assist in the improvement of the business occupational curriculum.

Plan of the Bureau. The Bureau will make arrangements with Government, business, and industry for teams of teachers to observe and interview office workers on the job, to take orientation training courses, and to take employment tests in order to build and update the curriculum for job-training programs.

Job-oriented Course Sequences. More emphasis is now being given to job-oriented course sequences since the Vocational Educational Act, 1963. A sequence should insure that a student will take certain courses needed for an entry office job.

Recommendations. The three conferences report a need for more training in job grooming and job interview techniques. True, we are teaching this subject matter, but perhaps we are not reaching enough students. Following through on the job sequence on the part of business education departments and counseling staffs for students would make our training more effective for a larger number.

Government, business, and industry should be made aware of job-oriented course sequences. Certificates of completion for job-course sequences might be given to students.

Shorthand. The opinion was expressed by a number of participants at the conferences that a knowledge of shorthand is used as a screening device, and often the girls selected as stenographers do not take shorthand on the job. Employers feel that they can get a better qualified girl if they select one who has had shorthand training.

Recommendations. Businessmen should be made aware of the many records kept on students in the attendance departments, in the counseling offices, and by the registrars. It is suggested that schools have conferences for businessmen which would include visits to the offices mentioned above and talks by those in charge.

Some Government agencies will accept school certificates for skills in shorthand and typing. Schools should work with business and industry to accept these skill certificates, and, in addition, call on the schools for attendance records and test results on standard tests given by the counseling staffs. In this way business would be getting students recommended by the schools as good potential office workers; business would be saving a great deal of time and expense in testing since many give tests similar to those given by counselors.

Typing. It was thought that in many cases students lost their speed by the time they applied for a job, because they had taken their typing courses on the sophomore or junior levels.

Recommendation. Some provision should be made for students who do not take secretarial or clerical practice courses to keep up their skill on the senior level.

Electric vs Manual. Most businessmen were of the opinion that a typist could convert from a manual to an electric typewriter in one day. They stated that the girl in the beginning job usually gets a manual typewriter.

Recommendation. Where training is given on electric typewriters only, some provision should be made on the senior level to give review practice on the manual before graduation.

Clerical Procedures. Conferees made the comment that more and more the general office clerk is required to have an acceptable typing speed.

Recommendation. Students taking clerical practice courses should have more than one year of typing in order to develop a marketable rate of speed on straight copy and production typing. If first-year typing can be stepped up to give this type of training, then one year would be sufficient.

Tests--Typing Speeds. Tests ranged from five minute to ten minute timings and from gross words a minute to net words a minute.

In one firm, above average rates were rewarded with bonuses in pay. (See Appendix for rates and bonuses.)

Clerical Tests. Applicants who are good typists and those who apply for stenographic jobs do better on clerical tests according to some conferees.

Recommendation. This would indicate that perhaps some training in taking employment tests should be given in all job-oriented course sequences.

Standards. Mailable copy was stated as the proof of satisfactory work.

A letter received from one conference participant states: "Following the conference, we have had a number of discussions here on the general subject of preparing high-school students for the business world. One point that came out of them may indicate an area where business could help schools. It is in providing proof, if you will, that the standards set forth by teachers coincide with employers' requirements--evidence in short, that what the schools teach is well-grounded practically and is not "ivory tower" theory. Many high-school students visit our office with school tour groups. We have noted expressions of surprise on their part, for example, when they hear of our interest in attendance and punctuality. Interviewers in our Employment Office often see reactions of disbelief when a non high-school graduate is told of our minimum employment requirements."

Recommendations. As stated in the above paragraph, students should be made constantly aware that what is expected in school is also expected on the job. The more business literature, job descriptions, job-rating sheets, employee handbooks, employee records, and forms, plus office tours, business speakers, observation office programs, and work-experience programs we can include in the business-education courses, the better we will be able to impress our students with what is expected of them on the job.

Advisory Committees. In order that employers may continue their interest in making suggestions for improving business education programs, they must be given an opportunity on a continuing basis to observe the educational techniques which are used to achieve the objectives of business occupational training.

Plan of the Bureau. It is the plan of the Bureau to appoint a State advisory committee from the participants at the three conferences held in Sacramento, Los Angeles, and San Francisco in this field of entry office jobs for high-school students. Business teachers, counselors, and teachers of English and mathematics should be members of State and local advisory committees, as well as members of the administrative staff and former students on the job.

Suggestions for Additional Workshops in Business Education. Workshops with home economics, industrial, and agriculture education teachers should be held to develop combination job-training sequences. Other departments of the school should be included, too.

Business education should have school workshops for representatives from Government, business, and industry, so that they can become familiar with courses of study, instructional materials--including those from Government, business, and industry--and audio-visual aids used in business-education programs. These workshops should include observation programs within the school--the business education facilities, equipment, placement office, etc.; the attendance department; and the counseling office. Records kept for students, tests given by the counseling office, and information on students available to employers should be stressed.

Other business education workshops with the following groups are suggested: principals, counselors, and teachers from elementary and junior high schools; mathematics and English teachers; representatives from Government, business, and industry, and teachers of mathematics and English; high school counselors and administrators; office workers on the job; office supervisors and training directors; professional organizations in all areas of education; parents; members of school boards; and representatives from Government, business, and industry--to develop resource materials.

Assistance from the Bureau. The Bureau will be happy to give assistance with the workshops.

# AN ANALYSIS OF ENTRY REQUIREMENTS FOR SOME JOBS IN THE OFFICE OCCUPATIONS FOR HIGH SCHOOL STUDENTS

(FOR REVIEW PURPOSES ONLY)

The State Personnel Board job descriptions were used as a base and material taken from these descriptions is indicated in the analysis without an asterisk; additional data taken from job descriptions from other Government agencies are indicated with one asterisk; other information on job descriptions from business and industry is indicated with two asterisks.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
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MAY, 1965

# STENOGRAPHER

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform clerical and stenographic work including ability to follow oral and written directions
Willingness to follow a prescribed routine
*Exercise some independent judgment
**Ability to concentrate
**Ability to work rapidly
**Accoustical Acuity
**Cooperation with others
**Work governed by stenographic procedure established by company and not closely supervised or checked
**Rapid reading and comprehension
**Skill in composition
**Skill in verbal expression

## DUTIES

Takes dictation and transcribes
Correspondence
Reports
Memoranda
Other
May use transcription machine
*Uses shorthand or stenotype
**Records time, place, and person requiring stenographic service
**Transcribes using required stationery

Handles mail
Receives
Dispatches
Distributes
*Maintains mailing lists
*Sends out material—letters, reports, etc.
**Opens, time stamps, and distributes

## DUTIES (CONTD.)

**Records over-all time spent servicing individual
**Assists phonographers and typists when work load is heavy
**Dictation from one or more persons

Types
Form letters
Rough-draft materials
Other forms and documents
Prepares stencils and other duplicating materials
*Memoranda
*Reports
*Statistical tables
**Manuscripts
**Statistical reports
**Oral and copy instructions
**Cuts stencils and Mastergraph master copies

Uses following machines
May operate duplicator and other office equipment
*Adding machine
*Addressograph
*Transcribing machine
*Calculator
*Dimeograph and tele-typewriter

Serves as receptionist
Refers telephone calls and visitors to appropriate staff member
*Furnishes desired information when necessary
**Schedules appointments
**Greets visitors
**Keeps tickler
**Takes messages

# STENOGRAPHER

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## DUTIES (CONTD.)

Telephone
- *Answers
- *Refers calls to proper source of information
- *Answers routine inquiries
- *Operates a secretarial switchboard or does relief work on PBX
- **Takes messages

Files
- Files materials according to specified procedures
- *Maintains office files, records and indexes including tickler systems and follow-ups
- **Files, sorts, or assembles material in alphabetical or numerical order

Keeps records
- Posts
- Keeps simple records
- **Does simple bookkeeping
- **Collects data

Prepares reports
- Assists in preparation of reports and statistical summaries following detailed instructions

## DUTIES (CONTD.)

Other duties
- *May supervise typing or clerical work of employees assigned to assist in the work
- **Trains and instructs new employees as directed
- **May post or record data without changing the form
- ***May perform computations subject to immediate check or balance

## PERSONALITY TRAITS

- **Initiative

## SPEED REQUIREMENTS

- Shorthand--80 words per minute
- *Shorthand--80 words per minute
- *Shorthand--80 words per minute with 90% accuracy
- *Shorthand--90 words per minute
- **Shorthand--80-100 words per minute

# TYPIST-CLERK

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work
Use good English
Spell correctly
Ability to follow directions
*Ability to concentrate in midst of distractions
*Transcribing machine operators should have good hearing
*Accuracy and neatness
**Work is generally checked, but sometimes at much later date. However, only general supervision is possible.
**Work is frequently given to typist in abbreviated, roughly-assembled fashion
**Good knowledge of grammar and spelling
**Well organized
**Good attendance
**Good department

## DUTIES

Types
Reports
Case records
Legal documents
Requisitions
Form letters
Permits
Licenses
Charts
Estimates
Invoices
Bills
Payroll sheets
Cards
Orders

## DUTIES (CONTD.)

Types (contd.)
Cuts stencils
Addresses envelopes
*From plain, corrected copy and rough draft or from verbal instructions
*Vouchers
*Receipts
*Lists
*Schedules
*Notices
*Statistical data
*Certified copies of documents
*(Manual or electric typewriter)
**Statistical reports
**Memoranda
**Types Hectograph and Roto Master copies
**Completes forms

Uses the following machines
Duplicator
Other office appliances
*Billing machine
*Calculator
*Photocopy

Handles mail
Receives
Distributes
Dispatches
Maintains mail lists
*Collects and delivers correspondence on regular messenger rounds
*Opens, sorts, time stamps, and routes
*Stuffs, seals, stamps, fasters, and registers outgoing mail

# CLERK-TYPIST

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## DUTIES (CONTD.)

Serves as receptionist
- *Waits on public
- *Answers routine inquiries in person
- Uses mathematics
- Makes and checks simple arithmetical computations
- **May perform arithmetic computations subject to check

Telephone
- Answers routine inquiries by telephone
- *May operate a small switchboard
- **Takes messages
- **Transfers calls
- **Arranges for return

Files
- Indexes
- *Codes
- *Cross-references records or files according to established procedures
- *Does filing alphabetical, numerical, chronological, and code
- *Pulls and charges out
- **Maintains circular files
- **Maintains tickler for department affairs

Other duties
- Checks columns of figures
- *Receives and charges out supplies
- **processes varied orders
- **Maintains records
- **Clips newspapers
- **Takes dictation in longhand

## DUTIES (CONTD.)

Other duties (contd.)
- **Keeps supply room
- **Operates transcribing machines
- **Assembles data from various sources
- **May determine accuracy of information by direct comparison to a standard
- **May perform arithmetic computations subject to check
- **Regularly performs a variety of clerical work

## PERSONALITY TRAITS

- *Friendly manner and attractive personality
- **High emotional tolerance level
- **Courteous
- **Helpful attitude

## SPECIFICATIONS

Typing--40 words per minute
*Typing--40 net checks words per minute
*Typing--45 net words per minute
*Typing--40-50 words per minute
*Ability to type at 45 words per minute
**Typing--50-60 words per minute

# CLERK, GENERAL OFFICE

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work including ability to spell correctly, use good English, and make arithmetical computations
Ability to follow directions
Willingness to follow a prescribed routine
*Independent action
**Ability to grasp details quickly and retain them
**Analytical mind
**Ability to learn
**Capacity to progress

## DUTIES

Handles mail
  Opens
  Time stamps
  Sorts
  Distributes
  Assists in maintaining mailing lists
  Addresses, stuffs, and stamps envelopes

Types
  *Codes documents
  *Prepares input data sheets for computer operations
  *Maintains timecards for a group of employees
  *Maintains such files as:
    Jacket files of work order in process
    Accumulates daily work time tickets
    Prepares weekly reports reflecting equipment in process

## DUTIES (CONTD.)

Types (contd.)
  **Fills in forms or form letters with names, addresses, dates, and amounts
  **From rough draft (handwriting) or from ordinary corrected typewritten copy; includes preparation of correspondence
Uses following machines
  Duplicator
  Other office appliances
  Numbering
  Dating
  stamps papers and documents
  **Adding machines
  **Calculators
  **Knowledge of typewriter keyboard for other jobs
  **Some knowledge of typing skill for some jobs
  **Postage machines
Does mathematics
  Simple arithmetic computation
  **Checking calculations
  **Financial transactions
  **Bank deposits
  **Reconciliation of statements

Files
  Sorts
  Distributes
  Files cards, letters, checks, and other documents
  Assists in maintaining files
  **Alphabetical, numerical, and chronological
  **Simple code
  **Locates and removes material from files when requested

# CLERK, GENERAL OFFICE

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

## DUTIES (CONTD.)

Handles supplies
  Procures
  Distributes
  **Receives
  **Stores
  **Issues supplies and forms
  **Receives incoming orders
    and maintains inventory

Other duties
  Clips newspapers and pastes
    and arranges clippings
  Files in and sends out form
    and circular letters
  Looks up information
  Assists in compiling and
    tabulating simple
    statistical data
  Assists in maintaining card
    indexes
  **Billing
  **Bookkeeping
  **Posts
  **Searches files for obscure
    subject matter
  **Classifies, indexes, and briefs
    subject matter of average
    difficulty

## PERSONALITY TRAITS

*Judgment
*Responsibility for accuracy
**Flexible
**Courteous

Selected Government Job Descriptions for Stenographers

Definition. Takes stenographic notes and transcribes them on a typewriter, and performs clerical duties requiring a working knowledge of subject matter, and the clerical functions involved and the use of initiative and independent judgment within a recognized procedure.

Examples of duties. Takes dictation in shorthand or on a stenotype machine and transcribes it on a typewriter. (An employee in this class occasionally may take dictation of a technical or scientific nature).

Does general typing such as letters, memoranda, reports, statistical tables, and stencils.

Assists in checking and comparing completed work.

Answers the telephone, including operating a secretarial switchboard or doing relief P.B.X. work, refers calls to the proper sources for information and answers routine inquiries.

Acts as receptionist, directing the public and others, and furnishing desired information whenever possible.

Maintains office files, records, and indexes, including tickler systems and follow-ups.

Receives and receipts for money in connection with the issuance of permits or licenses, the making of deposits or the keeping of a petty cash fund.

Prepares requisitions for supplies and assists in general supply work.

Maintains mailing lists and sends out material such as letters, reports, and applications according to established procedures.

Incidentally operates office machines such as adding machines, addressograph machines, transcribing machines, calculators, mimeographs or teletypewriters.

May supervise typing or clerical work of employees assigned to assist in the work.

Minimum requirements:

Training and experience: No experience is required.

Dictation rate: 90 words per minute

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Selected Government Job Descriptions for Stenographers (cont'd.)

Supervisory controls. Works under the general supervision of an employee of a higher grade. Performs work according to established operating procedures and receives special assignments with verbal or written instructions. Work is subject to review for quality and quantity.

Major duties. Serves as Clerk-Stenographer, and performs clerical work of type and complexity indicated below:

Takes dictation in shorthand and transcribes. May also transcribe dictation from records, utilizing a reproducer. Dictation consists mainly of correspondence, reports, and procedures and involves a variety of subject matter and terminology. Material is either typed in final form or in draft form as requested by dictator.

On own initiative or from very brief verbal information, composes and types a variety of letters, reports and memorandums. Frequently must refer to previously written reports and other data available in the office or in other depot activities to secure information for final composition.

Receives visitors to the activity and answers incoming telephone calls. Personally answers questions or solves problems whenever possible. Records messages and informs personnel of calls received while they were busy and could not be interrupted or were away from the office.

Based on brief instructions as to material needed, by individual within the activity to which assigned, for presentation or discussion at conferences within or outside the installation, gathers all available information from files, records and reports, contacting other personnel within the office as needed for required information. Compiles and assembles information in the manner which will best serve the need.

Maintains office files of correspondence, regulations, directives, etc., numerically, alphabetically or as best suited for the subject matter. Sets up new files as required for special projects.

Performs production scheduling duties under supervision of the Supervisory Administrative Clerk.

Receives repair work requests from depot activities and schedules input into Division shops. Coordinates with Job Order Clerk on the actual time schedule assignments, requirements, and commitments. Prepares work orders based upon existing priorities and in-progress service projects; allocates work order schedule space sequence;

obtains approval of Supervisory Production Controller and routes to Job Order Clerk for necessary action.

Maintains up-to-date information. Advises depot activities of repair work status on work orders in progress. Receives feedback from Job Order Clerk on progress of work orders and/or delays anticipated or encountered.

Records shop labor and costs per work order. Maintains records of job labor and material costs expended on each work order for reference use in work scheduling. Checks feedback information against work orders for accuracy, adds parts data to proper accounts. Makes file searches to develop parts, shop material and labor costs attributable to particular type equipment. Assists Job Order Clerk as necessary to maintain workflow.

Performs other duties as assigned.

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Definition. Under supervision, to do simple stenographic and clerical work in taking and transcribing dictation, typing, and in performing related office work; and to do other work as required.

Job characteristics. The class of Junior Stenographer is a recruit type and training class for persons who wish to promote in the stenographer series. An employee in this class works under detailed supervision and receives on-the-job training in the stenographic and clerical practices of the agency.

Typical tasks. Takes and transcribes dictation consisting of correspondence, reports, memoranda, and other materials; following specific directions, types form letters, rough draft materials, and completes various forms and documents; proofreads completed materials for errors; may transcribe dictating machine records; prepares stencils and other materials for duplicating; posts to and keeps simple records, following detailed instructions; assists in the preparation of reports and statistical summaries; receives, distributes, and dispatches mail; serves as receptionist, referring telephone calls and visitors to appropriate staff members; files materials in established files according to specified procedure; may operate duplicating machines and other office equipment.

Minimum qualifications. Possession of a valid State of California certificate of proficiency in shorthand for 80 words a minute.

and

Possession of a valid State of California certificate of proficiency in typing for 40 words a minute.

and

Education. Equivalent to completion of the twelfth grade. Clerical experience may be substituted for the required education on a year-for-year

Selected Government Job Descriptions for Stenographer (cont'd.)

basis.) Students who are enrolled in the last semester of the twelfth grade at the time an examination for this class is announced will be admitted to the examination; but they must submit evidence of graduation before they can be considered eligible for appointment.

and

Knowledge and abilities:

Ability to: perform simple clerical and stenographic work; spell correctly, use good English, and make arithmetic computations; follow oral and written directions.

and

Special personal characteristics: Aptitude for performing simple clerical and stenographic work; willingness to follow a prescribed routine.

Monthly Compensation: $309 345 362 380 399

Selected Government Job Descriptions for Clerk-Typist

Definition. Under supervision, to type from ordinary manuscript or from printed or typewritten matter; to do simple clerical work and to do other work as required.

Typical tasks. Types reports, case records, legal documents, requisitions, form letters, permits, licenses, charts, estimates, invoices, bills, payroll sheets, cards, and orders; cuts stencils; operates duplicating machines and other office appliances; receives, distributes, and dispatches mail; makes and checks simple arithmetical computations; maintains mailing lists; observes the telephone; clips newspapers; indexes and files; addresses envelopes.

Minimum qualifications. Education: Equivalent to completion of the twelfth grade. (Clerical experience may be substituted for the required education on a year-for-year basis.) Students who are enrolled in the last semester of the twelfth grade at the time an examination for this class is announced will be admitted to the examination.

and

Ability to: perform simple clerical work; spell correctly, use good English, and make arithmetical computations; type at a speed of not less than 40 words a minute from ordinary manuscript or printed or typewritten material; follow directions.

and

Special personal characteristics: Aptitude for performing simple clerical work; willingness to follow a prescribed routine.

Monthly Compensation: $321 337 353 371 389

Selected Government Job Descriptions for Clerk-Typist (contd.)

Definition. Does skilled typing work and performs general clerical duties requiring a working knowledge of subject matter and the clerical functions involved and the use of initiative and independent judgment within a recognized procedure.

Examples of duties. Typewrites from plain and corrected copy and rough draft, or from verbal instructions; such material as reports, letters, vouchers, receipts, lists, orders, schedules, notices, file cards, statistical data and certified copies of documents.

Arranges routine material for typing.

Cuts stencils.

Waits on the public or acts as a receptionist in a small office; answers routine inquiries in person or by telephone.

Indexes, codes and cross-references records or files according to established procedures.

Does all types of filing (alphabetical, numerical, chronological and code) and pulls and charges out file material.

Sorts and arranges documents or correspondence in alphabetical or numerical order.

Makes routine checks of clerical work for compliance with specific requirements of form and content.

Posts data, keeps records and prepares reports in accordance with predetermined forms and procedure.

Makes out bills, orders, notes, receipts, permits, licenses, etc.

Operates various office machines or equipment requiring little specialized training.

Makes routine adjustments through telephone calls or interdepartmental memos.

Opens, sorts, affixes stamps and routes incoming mail; stuffs, seals, stamps, enters and registers outgoing mail.

Does comparing and proofreading.

Searches records and files for data.

Computes and receives fees when the amount is not in question or is readily obtainable from fixed schedules.

Selected Government Job Descriptions for Clerk-Typist (cont'd.)

Requisitions, receives and charges out supplies.

May operate a small telephone switchboard.

Collects and delivers correspondence, records, packages, etc., on regular messenger rounds and upon request.

Minimum Requirements:

Training and experience: No experience is required.

Typewriting skill: Ability to type at the rate of 40 net strokes words per minute.

Supervisory controls. Receiving supervision from a higher graded employee, performs work according to established procedures or specific instructions. Work is reviewed for quality and quantity.

Major duties. Serves as a Clerk-Typist, normally assigned to a specific activity, but reassigned as necessary. May receive training assignments leading to higher level responsibility.

Typical examples of work performed include:

Types material from clean copy involving verbatim duplicates, material from rough drafts with clearly indicated revisions or from specific verbal instructions, and tabular material when items and simple headings are preselected or specifically identified.

Files material numerically, alphabetically, by subject matter or according to an established system. Performs uncomplicated classifying, indexing, cross-indexing and searching of files.

Receives, sorts and routes incoming mail. Receives visitors, answers inquiries, obtains information requested and refers to proper officials. Answers telephone, records messages and informs personnel of calls.

Uses dictionaries, manuals and other references to compare and correct various correspondence, forms, packets, etc.; assembles information and data for reports, booklets, briefs, etc. following specific guidelines.

Maintains timecards for a group of employees. Posts time, leave and payroll information to cards; obtains required initials, leave slips and medical certificates; and makes notations on unusual entries.

Performs other duties as assigned.

Selected Government Job Descriptions for Clerk-Typist (cont'd.)

The salary range is $365 to $497 per month. In some positions, higher salaries are paid for nightwork.

The duties. A Clerk-Typist types; performs clerical duties requiring the exercise of some independent judgment; and does related work.

The requirements.

1. Graduation from high school; or

2. Standing as a high school senior. However, you cannot be appointed until proof of high school graduation is submitted.

The ability to type 45 net words per minute is desired.

If you pass the written and performance tests and interview, you may then file your application with a $1.00 filing fee.

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Supervisory controls. Works under supervision of Chief, Quality Control Office. Supervisor assigns and reviews duties, indicates procedures to follow, results desired, and provides special instructions on non-routine problems encountered. Work is reviewed for accuracy and compliance with established instructions.

Major duties. Performs clerical and typing duties required in preparation of reports, correspondence, statistical records, charts, and maintaining files of technical references and inspection data.

Compiles, arranges and types reports of quality control inspections performed by the inspection staff. Obtains information from inspection forms turned in and types in report format, reflecting items inspected, value, manhours involved and quality effectiveness. Prepares and maintains charts and graphs from data gathered showing workload, accuracy, and trends observed. Applies a knowledge of work unit cost account codes and inspection activities for detection of work out of control ranges, to be noted and brought to attention of supervisor.

Composes and types various correspondence, memorandums and directives in final form from brief notes or instructions, observing rules for form and arrangement. Answers routine correspondence according to precedent and existing policy, preparing and typing replies for signature of supervisor based upon information collected and assembled from files.

Selected Government Job Descriptions for Clerk-Typist (cont'd.)

Receives and reviews incoming mail and determines proper disposition within the office that it should be routed to. Maintains a suspense file on correspondence and other matters requiring reply or completion and follows-up as necessary to assure due dates are met.

Maintains office files of correspondence, regulations, specifications, directives, MRO's and technical references, numerically, alphabetically, or as best suited for the subject matter. Sets up new files as required for special projects.

Performs timekeeping duties, maintaining timecards for employees. Posts hours worked and leave taken to the appropriate column of the the timecard. Obtains employee's initials on timecards or authorized leave slips and medical certificates when necessary for leave taken. Makes notations on reverse of timecards to explain unusual postings on the face of the card. Initiates personnel actions, types performance appraisals and posts employee record cards.

Receives visitors to the office and answers telephone calls.

Performs other duties as assigned.

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Selected Government Job Descriptions for Junior Clerk, Clerk, General Office Junior Clerk

Definition: Under supervision, to perform simple clerical work of a routine variety nature; and to do other work as required.

Typical tasks: Opens, time-stamps, sorts, and distributes mail; addresses, stuffs, stamps envelopes; operates numbering and dating machines; stamps papers and documents; sorts; distributes, and files cards, letters, checks, and other documents; procures and distributes office supplies; clips newspapers and pastes and arranges the clippings; makes simple arithmetical computations; fills in and posts out form and circular letters; looks up information; assists in compiling and tabulating simple statistical data; operates duplicating machines and other office appliances; assists in maintaining files, card indices, and mailing lists.

Minimum qualifications: Education: Equivalent to completion of the twelfth grade. (Clerical experience may be substituted for the required education on a year-for-year basis.) Students who are enrolled in the last semester of the twelfth grade at the time an examination for this class is announced will be admitted to the examination.

and

Aptitude for and ability to perform: simple clerical work including ability to spell correctly, use good English, and make arithmetical computations.

Selected Government Job Descriptions for Junior Clerk.

Clerk, General Office (contd.)

Ability to: follow directions.

and

Special personal characteristics: Neatness and willingness to follow a prescribed routine.

Monthly compensation: $298 310 329 345 362

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Clerk

Definition. Performs clerical duties requiring a working knowledge of subject matter and the clerical functions involved and the use of initiative and independent judgment within a recognized procedure.

Examples of duties. Waits on the public or acts as a receptionist in a small office; answers routine inquiries in person or by telephone.

Indexes, codes and cross-references records or files according to established procedures.

Does all types of filing (alphabetical, numerical, chronological and code) and pulls and charges out file material.

Sorts and arranges documents or correspondence in alphabetical or numerical order.

Makes routine checks of clerical work for compliance with specific requirements of form and content.

Posts data, keeps records, and prepares reports in accordance with predetermined forms and procedures.

Makes out bills, orders, notes, receipts, permits, licenses, etc., by hand.

Types forms, labels, licenses, permits, receipts, certificates and similar material not requiring the skilled operation of a typewriter.

Operates various office machines or equipment requiring little specialized training.

Makes routine adjustments through telephone calls or inter-departmental memos.

Opens, sorts, time stamps and routes incoming mail; stuffs, seals, stamps, meters, and registers outgoing mail.

Does comparing and proofreading.

Selected Government Job Descriptions for Junior Clerk, Clerk, General Office (cont'd.)

Searches records and files for data.

Computes and receives fees when the amount is not in question or is readily obtainable from fixed schedules.

Requisitions, receives and charges out supplies.

May operate a small telephone switchboard.

Collects and delivers correspondence, records, packages, etc., on regular messenger rounds and upon request.

Minimum requirements

Training and experience: No training or experience is required.

---

Clerk

Supervisory controls. Receiving supervision from a higher graded employee, performs work according to established procedures or specific instructions. Work is reviewed for quality and quantity.

Major duties. Serves as Clerk, normally assigned as necessary.

Typical examples of work performed include:

Files material numerically, alphabetically, by subject matter or according to an established system. Performs uncomplicated classifying, indexing, cross-indexing and searching of files.

Receives, sorts and routes incoming mail. Receives visitors, answers inquiries, obtains information requested and refers to proper officials. Answers telephone, records messages and informs personnel of calls.

Uses dictionaries, manuals and other references to compare and correct various correspondence, forms, packets, etc.; assembles information and data for reports, booklets, briefs, etc., following specific guidelines.

Maintains timecards for a group of employees. Posts time, leave and payroll information to cards; obtains required initials, leave slips and medical certificates; and makes notations on unusual entries.

Performs other duties as assigned.

Stenographer

Stenographers are used in many of the departments with this company. She is on call to take dictation, transcribe notes into typewritten copies following company practices as to form. Uses electric typewriter. She cuts mimeograph stencils and hectograph master copies. She generally begins in a stem pool or in an office with combined clerical duties. On job training and opportunity for advancement. Weekly salary ranges from $76.00 to $80.50 at the start and from $95.00 to $98.00 at the top. Hours of work are 8:00 A.M. to 5:00 P.M.

Qualifications. Along with general qualifications necessary for all jobs with the company, she must be an accurate typist and take dictation and transcribe notes accurately with at least average speed. Good knowledge of spelling and grammar. Mental ability and capacity to advance. She should be able to express self in a clear and natural manner. Only high school education required, but more is desirable.

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Stenographer

Job Duties:

1. Takes and transcribes dictation.
2. Performs Dictaphone and copy typing, including correspondence, reports, etc.
3. Prepares stencils and masters for reproduction.
4. Prepares various forms using typewriter or by hand.
5. Performs various general office clerical duties, including answering telephones and maintaining files.

General Information:

High school diploma is required.

Must pass a typing test of 50 to 55 words per minute and a dictation test of 80 words per minute.

Beginning salary is $97.56 per week with automatic increases to $118.76 upon completion of 26 months.

## Selected Business and Industry Job Descriptions for Stenographers

### Stenographer Clerk I

**Classification summary.** Takes dictation and transcribes notes on typewriter. May do some transcribing from dictating equipment. Performs other general clerical duties as directed.

**Primary duties.**

1. Takes dictation of an uncomplicated nature from one or more persons.
2. Transcribes shorthand notes on typewriter. May also be required to transcribe from dictating equipment.
3. Does miscellaneous typing and clerical work, such as typing form letters, simple tables and reports.
4. May file or maintain a set of files.
5. May answer telephone and take messages or answer routine questions.

| Factors | Points |
|---|---|
| **Training and experience.** High school graduation with courses in typing and shorthand. No experience required. | 6 |
| **Manual skills.** Ability to type at least 40 words per minute and take dictation at 80 words per minute. | 18 |
| **Responsibility for accuracy.** Most outgoing mail is signed by a supervisor who is responsible for its accuracy. | 5 |
| **Responsibility for direction.** None | 2 |
| **Responsibility for decisions.** None | 5 |
| **Responsibility for contacts.** May have routine contacts with other departments in connection with assigned duties. May answer telephone and take messages or give routine answers. | 5 |
| **Total Evaluation Points** | 41 |

### Steno Clerk

Under supervision, performs general clerical duties including taking and transcribing dictation. Types letters, reports and memoranda as required. May serve as departmental receptionist. Performs miscellaneous filing.

## Selected Business and Industry Job Descriptions for Stenographers (contd.)

Basic work week is five days, 40 hours, with shift starting no earlier than 7:45 A.M. and ending no later than 5:30 P.M.

Employees become eligible for fringe benefits upon completion of a six-month probationary period.

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## Selected Business and Industry Job Descriptions for Typists

### Clerk-Typist-A

**Regular Duties:**

Types correspondence, memoranda, reports, charts, or other material for one or more department officers

From rough copy, oral instruction, and reference material, types material in proper form; inspects completed work for correctness and neatness; submits to supervisor for signature; prepares signed material for mailing.

Takes dictation in longhand, if so directed.

Performs several of the following duties.

Records information on department records. Receives reports from branches, other departments, or other firms; records information pertaining to department functions on ledgers or other forms; reviews work for accuracy and balances, if applicable; prepares new cards, sheets, or other records, as needed.

Greets visitors; ascertains nature of call; directs or accompanies visitors to appropriate person.

Files department records, reports, correspondence and memoranda, as directed.

Answers telephone; transfers call to appropriate person, takes message, or gives requested information; arranges for return call if necessary.

Transcribes dictation by use of transcribing machine.

Opens, time stamps, and distributes incoming mail for department or section.

Maintains SPM and C-Circular files; makes changes and files sheets as received.

Compiles and types various reports, such as absence report, overtime report, and production report.

As directed, performs other duties when necessary or as time permits; maintains supply closet, prepares stencils and other originals for duplication, and maintains tickler.

Specialized Knowledge: Typing

Minimum Past Experience, What and Where Acquired: None

Minimum New Experience Acquired on the Job: On-the-job experience

Office Machines or Equipment and Frequency of Use:

Typewriter-continually
Adding Machine-frequently
Various duplicating machines-frequently

## Clerk-Typist

Summary. To perform a combination of clerical duties requiring a typing proficiency which meets Company standards and a knowledge of departmental functions and processes.

Qualifying duties. Perform a combination of duties requiring proficiency in typing which meets Company standards, and in such clerical functions as posting, tabulating, assembling, and processing data, preparing reports and distributing information.

Operate manual and/or electric typewriters to copy correspondence, reports, statistical data and manuscripts. Type reproduction masters from prepared copy. Proof-read material for errors in grammar and punctuation.

Transcribe machine dictation when required.

Work assignments include assisting high classified employees by following easily understood instructions and/or procedures, exercising some independent action and judgment.

May operate other office machines and equipment as required.

**Selected Business and Industry Job Descriptions for Junior Clerk, Clerk, General Office**

Clerk, Junior

Performs routine clerical duties requiring little discretion, such as posting data, checking calculations and matching documents. May receive, store and issue office supplies and forms as required. May receive incoming orders and maintain necessary inventory and usage records. May pick up, sort and deliver interoffice and outgoing mail; may pick up and deliver mail to post office, operate postage machine, make routine deliveries. Under supervision, may perform routine filing of correspondence and similar material, arranged alphabetically, numerically, chronologically or by simple code. Locates and removes material from files when requested.

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General Clerk

Summary. Performs typing and clerical duties, involving a thorough knowledge of standards and operating procedures. This classification includes such duties as preparation of loan papers and checking accuracy of legal documents.

Duties. Types from rough draft (handwriting) or from ordinary corrected typewritten copy. This includes preparation of correspondence under these conditions.

Fills in forms or form letters with such information as names, addresses, dates and amounts, which have usually been assembles by others or gathered from routine sources.

Classifies, indexes and briefs subject matter of average difficulty from correspondence, newspaper and magazine clippings and reports. Searches files for obscure subject matter.

Sorts, classifies and prepares incoming and outgoing mail for distribution where a knowledge of functions and operations is required.

Performs arithmetic computations, using calculating machines to make extensions. Posts columnar data. May prepare columnar charts and graphs.

Initiates or responds to extensive public or employee contact for exchange of information.

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General Clerk

Performs routine clerical duties which require some discretion as to office procedures. May include such duties as compiling data for reports, tabulating, posting, checking calculations, comparing figures, receiving and/or conveying routine information.

**Selected Business and Industry Job Descriptions for Junior Clerk, Clerk, General Office** (contd.)

Clerk General

Summary. To perform a specific clerical job assignment in any department, requiring a basic knowledge and training in a specific job assignment, departmental functions and processes.

Qualifying duties. Perform clerical work in any department requiring a basic knowledge of the functions, work procedures and methods of a specific job assignment. Duties require responsibility for accuracy and dependability and are normally accomplished by following established practices and procedures.

Devise clerical procedures within established practices to effectively carry out assignments.

Obtain information and facts from varied sources in order to perform such duties as posting, tabulating, compiling and processing data, maintaining related reference files and records. May prepare graphic presentations from verbal or written instructions.

Apply a knowledge and familiarity with forms used and processes involved.

Work assignments may include giving guidance, instruction, and/or assistance to other employees, as well as the use of office machines and equipment.

## KEYBOARD BONUS PLAN

(Selected Sections of a Bonus Plan Used by a Large Organization)

### Additional Compensation for Jobs Requiring Keyboard Skills

#### General

Bonuses of up to $7.50 a week are available to eligible Western Home Office keyboard skill employees (full time typists and varitype operators, stenographers and secretaries, transcribers, key punch operators and teletype operators at levels 02 through 09 inclusive) and first line supervisors of sections having keyboard functions. The bonus may be granted at the time of hiring, or following employment provided the employee has an "Increase Recommended" salary classification and meets eligibility standards as listed below.

#### Typists and Varitype Operators (levels 02 through 04)

Amount of bonus:

| | |
|---|---|
| Basic: | $2.50 per week--Typing test score of 40 w.p.m. with 85 per cent accuracy |
| Intermediate: | $5.00 per week--Typing test score of 50 w.p.m. with 90 per cent accuracy |
| Advanced: | $7.50 per week--Typing test score of 60 w.p.m. with 90 per cent accuracy |

#### Stenographers and Secretaries (levels 03 through 09)

Amount of bonus:

| | |
|---|---|
| Basic: | $2.50 per week--Typing test score of 40 w.p.m. with 85 per cent accuracy |
| Intermediate: | $5.00 per week--Typing test score of 50 w.p.m. with 90 per cent accuracy; or Typing test score of 40 w.p.m. with 85 per cent accuracy and 90 w.p.m. dictation speed with not more than 10 errors. |
| Advanced: | $7.50 per week--Typing test score of 40 w.p.m. with 85 per cent accuracy, and 120 w.p.m. dictation speed with no more than 15 errors. or Typing test score of 50 w.p.m. with 90 per cent accuracy and 90 w.p.m. dictation speed with no more than 10 errors. |

**Transcribers**

**Amount of bonus:**

| | | |
|---|---|---|
| **Basic:** | **$2.50 per week--** | **Typing test score of 40 w.p.m. with 85 per cent accuracy** |
| **Intermediate:** | **$5.00 per week--** | **Typing test score of 50 w.p.m. with 90 per cent accuracy;** **or** **Typing test score of 40 w.p.m. with 85 per cent accuracy and 90 w.p.m. dictation speed with no more than 10 errors.** |
| **Advanced:** | **$7.50 per week--** | **Typing test score of 60 w.p.m. with 90 per cent accuracy;** **or** **Typing test score of 40 w.p.m. with 85 per cent accuracy and 120 w.p.m. dictation speed with no more than 15 errors;** **or** **Typing test score of 50 w.p.m. with 90 per cent accuracy and 90 w.p.m. dictation speed with no more than 10 errors.** |

**Keypunch Operators**

**Amount of bonus:**

| | | |
|---|---|---|
| **Basic:** | **$2.50 per week--** | **Typing test score of 40 w.p.m. with 85 per cent accuracy;** **or** **Machine knowledge, and 150 key punch strokes per minute with 94 per cent accuracy.** |
| **Intermediate:** | **$5.00 per week--** | **Typing test score of 50 w.p.m. with 90 per cent accuracy;** **or** **Machine knowledge, and 175 key punch strokes per minute, with 95 per cent accuracy, and knowledge of one major function or its equivalent.** |
| **Advanced:** | **$7.50 per week--** | **Machine knowledge, and 225 key punch strokes per minute, with 98 per cent accuracy, and knowledge of two or more major functions or their equivalent.** |

In addition to the above, bonuses will be granted to first line supervisors (Section Supervisors and Assistant Section Supervisors) supervising personnel eligible for keyboard skill bonuses. These bonuses, if unearned at time of promotion, will be granted only after the supervisor has completed a reasonable period of satisfactory performance on the job (i.e. four to six months). Bonuses will be restricted to supervisors over sections where all or nearly all jobs utilize the above skills.

Salary Maximums

Extra compensation of $7.50 per week will be continued for those jobs which require keyboard skill, subject to the following maximum limitations:

| Job Level | Amount By Which Maximum May be Exceeded |
|---|---|
| 02 | $3.00 |
| 03 | 2.00 |
| 04 | 3.50 |
| 05 | 1.50 |
| 06 and above | .00 |

Keyboard bonus employees and supervisory personnel at levels 06 and above, while they may qualify for bonuses of up to $7.50 per week within their salary range, may not at any time exceed their salary maximum as a result of any bonus.